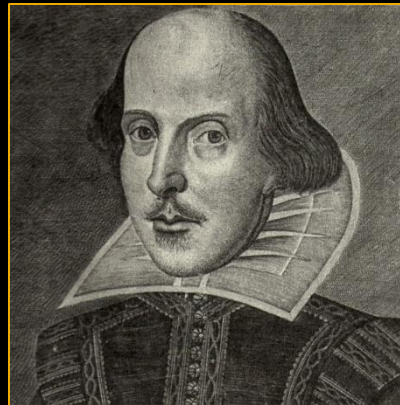
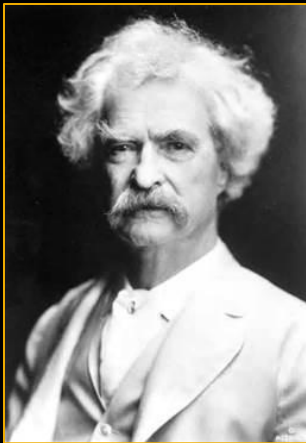


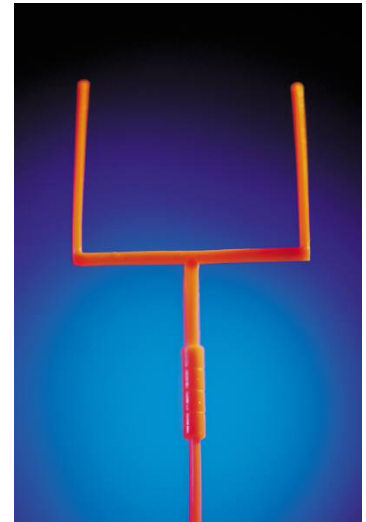
*Differentiating the English Language Arts
College and Career Ready Standards
for Advanced/Gifted and Talented Students
Middle School Grades*



Maryland College and Career Readiness
Conference
2014

Session Goals

1. Provide an overview of gifted and talented education in Maryland.
2. Introduce Maryland's design principles for differentiating instruction for advanced/gifted and talented students.
3. Apply the GT design principles to differentiate MSDE grade-level ELA lessons
4. Review the MSDE differentiated units which model the design principles for gifted and talented students
5. Learn differentiated instructional strategies that can be applied to other units.



Gifted and Talented Education in Maryland



TRUTH OR FICTION?

1. Let's regroup.
2. Work with your group to decide if each statement is **TRUTH** or **FICTION**.
3. Record your answers.

What Does the Research Say?



[Top Ten Myths in Gifted Education](#)

Gifted and Talented Education in Maryland



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[Top Ten Myths in Gifted Education](#)



TRUTH or FICTION?

1. All Maryland school systems must identify and serve gifted and talented students.

http://marylandpublicschools.org/NR/rdonlyres/047CAC81-DEBA-42FE-A058-0C5C45947512/32797/COMAR_13A0407_GT_Education.pdf

2. Acceleration can be beneficial for gifted students.

<http://nagc.org/index.aspx?id=383>

3. Gifted students learn better in heterogeneous classrooms.

http://www.davidsongifted.org/db/Articles_id_10691.aspx

4. Funding for gifted students is commensurate with their existence in the general population.

http://blogs.edweek.org/edweek/speced/2010/08/federal_funding_for_gifted_edu_1.html



TRUTH or FICTION?

5. Maryland schools can apply for the designation “Excellence in Gifted and Talented Education” (EGATE) school.

http://marylandpublicschools.org/MSDE/programs/giftedtalented/docs/2010_2013_Excellence_GT_Ed_Schools.pdf

6. Advanced Placement courses meet the needs of gifted high school students.

<http://www.gifted.uconn.edu/nrcgt/hertcall.html>

7. Appropriate enrichment for gifted students consists of field trips, speakers, and after school activities such as drama club.

<http://education.wm.edu/centers/cfge/curriculum/index.php>

8. Teachers require specialized training in order to meet the needs of gifted students.

http://marylandpublicschools.org/NR/rdonlyres/047CAC81-DEBA-42FE-A058-0C5C45947512/20852/COMAR_Gifted_Talented_Ed_Specialist.pdf



TRUTH or FICTION?

9. Maryland has a professional organization for educators of gifted students.

<http://www.megsonline.net/>

10. Gifted and talented students have unique social and emotional needs

<http://www.sengifted.org/>

11. Environmental circumstances such as poverty can mask giftedness.

<http://www.nagc.org/index.aspx?id=656>

12. Students who are gifted may also have learning difficulties.

<http://www.2enewsletter.com/>

What do these objects have in common?



A drawer-type undercounter dishwasher



Universal Design (UD)

Universal Design is the design of all products and environments to be **as usable as possible** by as many people as possible regardless of age, **ability**, or situation.

UD...

- originates from the belief that **the broad range of human ability is ordinary**, not special.
- accommodates people with disabilities, older people, children, and **others who are non-average**.
- has accessible features **integrated into the overall design** rather than added on later (**retrofit**).

What is Universal Design for Learning? (UDL)

- A framework for designing curriculum that provides ALL individuals with **equal opportunities to learn**.
- Grounded in research of **learner differences** (neuroscience).
- Designed (up front) to remove **barriers to learning** for ALL students.
- *Change the materials and not the student.*

I. Provide Multiple Means of Representation

II. Provide Multiple Means of Action and Expression

III. Provide Multiple Means of Engagement

Barriers for Gifted Students

- A barrier is anything that restrains or obstructs progress or access, such as....



[Connect to Padlet](#)

A UDL-Based Framework for GT Differentiation

Our Goal is to... produce qualitatively differentiated Common Core units/lessons for Advanced/Gifted and Talented Students.

Differentiation is *deliberate* adaptation and modification to respond to the needs of gifted learners.

Key approaches are **acceleration, depth and complexity, creative thinking and production.**

**"The Common Core is the point of departure
for gifted students."**

Joyce VanTassel Baska

Did you know?

Gifted and talented students are defined in Maryland law as

"having outstanding talent and performing, or showing the potential for performing, at remarkably high levels when compared with their peers (§8-201)."



Did you know?

- State regulations require local school systems to provide ***different services beyond the regular program*** in order to develop gifted and talented students' potential.
- Appropriately differentiated programs and services will ***accelerate, enrich, and extend instructional content, strategies, and products to apply learning*** (COMAR 13A.04.07 §03).



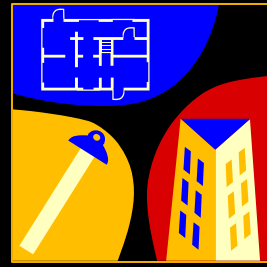
An Advanced Learner in English Language Arts*

1. Enjoys language/verbal communication
2. Engages in intellectual play, enjoys puns, has good sense of humor.
3. Suspends judgment, entertains alternative points of view.
4. Is original and creative—has unique ideas in writing or speaking
5. Is sensitive to social, ethical, and moral issues.
6. Likes independent study and research in areas of interest.
7. Uses these qualities in writing; paradox, parallel structure, rhythm, visual imagery, melodic combination, reverse structure, unusual adjectives/adverbs, sense of humor, philosophical bent.

*Johnsen, S.K. (2004). *Identifying Gifted Students: A practical guide*. Waco, Texas: Prufrock Press.

A Framework for Differentiation

15 Design Principles for GT Learners

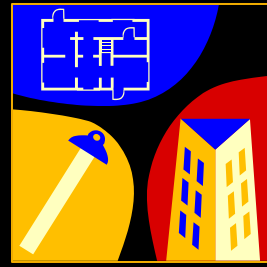


Content Differentiation for GT learners

- 1. Pre-assess to determine the starting point.**
- 2. Provide complex texts.**
- 3. Extend with above grade-level standards.**
- 4. Accelerate the pace through compacting.**
- 5. Organize around overarching concepts.**
- 6. Explore interdisciplinary connections.**
- 7. Study differing perspectives.**
- 8. Explore patterns/relationships.**

A Framework for Differentiation

15 Design Principles for GT Learners



Process/Product Differentiation

9. Design learning around ill-structured problems.

10. Develop the processes of professionals.

11. Increase the level of complexity.

12. Engage in goal-setting, planning, and self-monitoring.

13. Focus on inquiry and research.

14. Design authentic (real-world) performance tasks.

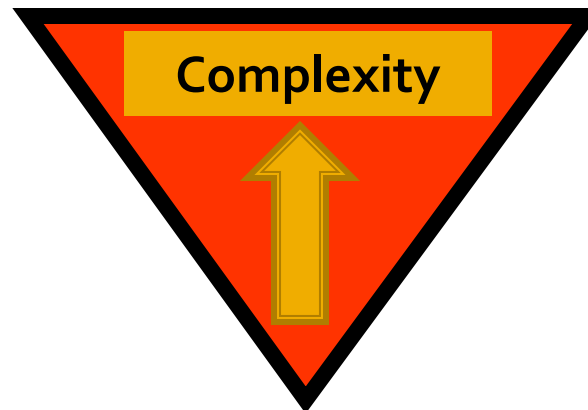
15. Provide authentic audiences /expert evaluators.

Removing Barriers for GT Learners

- All students have access to rigor, but advanced students require greater *frequency*, *intensity*, or *complexity* of the design principles.



Greater frequency and intensity



More than the CORE:

What is NOT covered in the standards*

- **How** teachers should teach
- **All** or even most of the *content* students should learn.
- **All** that can or should be taught
- **Limits** or restrictions
- The nature of **advanced work** for students who meet the standards early
- **the whole** of what is defined as college and career readiness






* Introduction, p. 6. *CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects.*

Evaluate Differentiated Tasks*

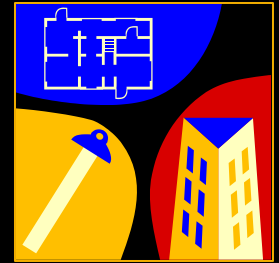
*Joseph Renzulli

At this time, under these conditions:

- **COULD** all students do this? **No.**
 - (Pre-assess readiness levels.)
- **SHOULD** all students do this? **No.**
 - (Align instruction to identified needs.)
- **WOULD** all students want to do this? **No.**
 - (Align instruction to aptitudes/interests.)
- **Appropriately differentiated task**

Applying the Design Principles:

What if I live in
“This Old House”?

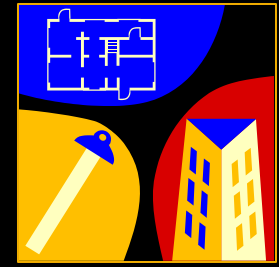


Part I.

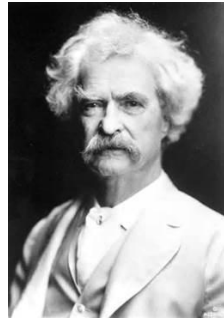
“Retrofit” a grade
level lesson to
remove barriers for
gifted learners



How would you apply the 15 Design Principles to differentiate these lessons?



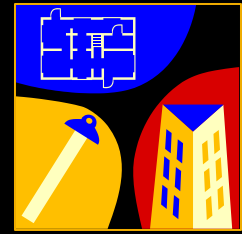
- Grade 7 ELA
 - Unit: The Weight of Words
 - Lesson: *Author's Style*
-
- Grade 8 ELA
 - Unit: [War of Words](#)
 - Lesson 1: Close Reading *Little Things Are Big*



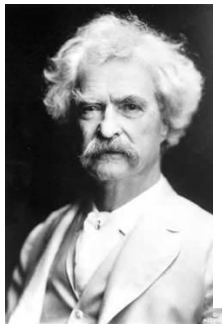
- Revisit the **15 Design Principles** (handout).
- **Read the excerpt** from the Grade Level Plan
- **Identify potential “barriers”** for advanced learners
- Based on the D.P.: ***How might you remove barriers for gifted learners in ELA?***
Suggest modifications.

"Retrofit"

In what ways do these lessons apply the GT Design Principles?



- Grade 7 GT ELA Lesson Plan [The Weight of Words](#)



Key Strategy :
Sentence Composing

Explain the strategy and how it is integrated into the lesson performance task.

- Grade 8 GT ELA Lesson Plan [War of Words](#)

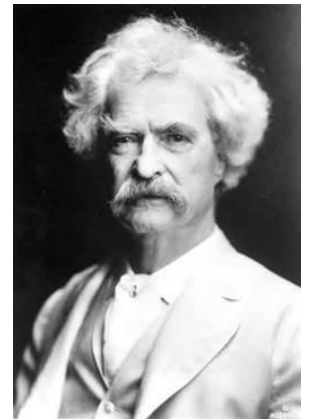


Key Strategy :
Johari Window

Explain the strategy and how it is integrated into the lesson performance task.

Killgallon's Sentence Composing

- Goal: Improved style and structure
- Uses sentences from professional writers as “mentors.”
- Students unscramble, imitate, combine, expand sentences.
- Integrates literature, language, and writing
- Useful for analysis of author's style



How does an author's style affect perception and meaning of the text?

IMITATING TWAIN

DIRECTIONS: Unscramble each sentence from Mark Twain's "Taming the Bicycle." Label the underlined phrase(s) or clause(s) as adverbial (i.e., functioning as an adverb by modifying a verb, adjective, or another adverb) or adjectival (i.e., functioning as an adjective by modifying a noun or pronoun). Draw an arrow to the word being modified. Finally, write a sentence imitating Twain's model about a time when you mastered a difficult skill or accomplished a goal.

EXAMPLE:

a.)	<u>balancing a washboard on her head</u>
b.)	a little girl
c.)	and giggled
d.)	passed by

Use the Johari Window to analyze characters and conflict in a text:

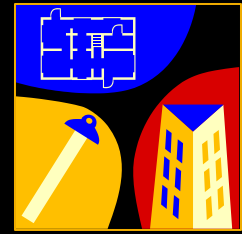
Little Things Are Big

Johari Window	Known by the character	Not known by the character
Known by other characters and/or the reader	<u>Public Self</u> Information that everyone knows.	<u>Blind Self</u> Information that the character does not know or acknowledge (denies), but other characters and/or the reader do know.
	<u>Private Self</u> Private information known only by the character. Other characters and/or the reader can only infer this information.	<u>Unknown Self</u> Information no one knows; the reader must make inferences about aspects of the character's personality that he or she is in denial or unaware of (hidden potential).

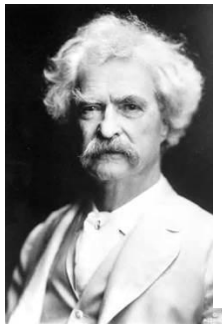
Personality

"Retrofit"

In what ways do these lessons apply the GT Design Principles?



- Grade 7 GT ELA Lesson Plan [The Weight of Words](#)



Key Strategy :
Sentence Composing

Explain the strategy and how it is integrated into the lesson performance task.

- Grade 8 GT ELA Lesson Plan [War of Words](#)



Key Strategy :
Johari Window

Explain the strategy and how it is integrated into the lesson performance task.

Applying the Design Principles “New Construction”

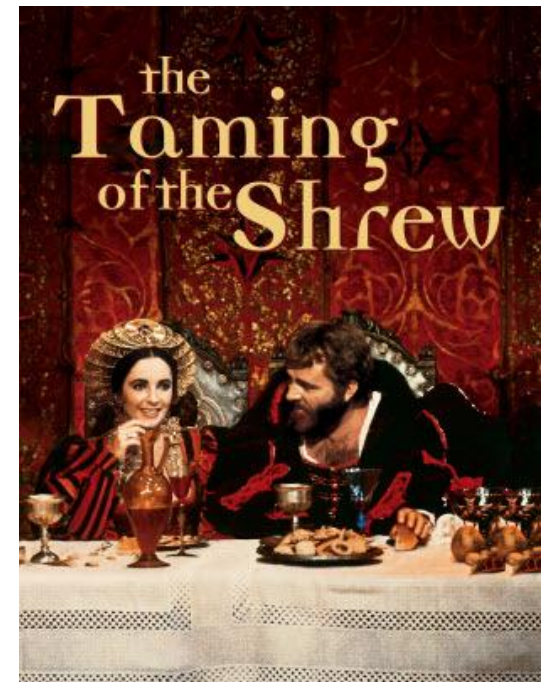
Part II.

Design a stand-alone unit that is differentiated for advanced/gifted and talented learners



Grade 7GT. The Sociological Approach to Literature: The Concept of Perspectives

- Accelerated and enriched for the gifted and talented learner in content, process, and product.
- Aligned to above-grade level MD CCR State Standards with focus on argument, research, informational text, and speaking/listening.
- Differentiation strategies address varying student readiness levels, interests, and learning styles.



Lesson Seed 9:

The Sociological Approach

Students will...

- apply the sociological approach to literary criticism in order to determine what the text reveals about the society in which it was created and whether the author seems to criticize or affirm that social context.
- locate textual evidence from the play to draw conclusions about what life was like for different members of Elizabethan society, determining what Shakespeare's play reveals about his social context.
- confirm or refine their inferences about Elizabethan society by conducting research on social norms during Shakespeare's time.
- use their analyses of the play and their research into the Elizabethan era to determine whether Shakespeare's play generally criticizes or affirms the norms of the society in which it was produced.



How does the sociological approach help us understand the time period in which a work was written?

- Read “The Sociological Approach to Literary Criticism” resource sheet.
- Pretend you are an alien.
- [Watch the video “MEAN.”](#)



For Discussion



1. Who has the power in this society and who does not? Why?
2. What are the official and unofficial rules (conventions, mores) of this society? What happens when a rule is broken?
3. How should women behave in this society? How should men behave?
4. What is valued in this society? (love, money, power, order, honesty, etc.) Provide textual evidence.
5. How does money affect individual's lives in this society?
6. How do opposing groups (e.g., parents and children, the rich and the poor, men and women) relate in this society?
7. What else does this text tell the reader about the society the artist lived in?
8. Does the artist seem to affirm or criticize his/her society? Explain

Lesson Seed 10. Unit Culminating Project

How do varying perspectives lead to varying interpretations of a work of literature?

- To begin the research project, students will examine their own 21st century cultural norms and Shakespeare's 16th century cultural norms to have a basis for comparison when they research a different modern culture's norms.
- Students will choose a modern culture to research to identify its cultural norms and determine if the culture might accept or reject the cultural norms of *The Taming of the Shrew*. They will then complete the research process including identifying credible sources, narrowing a search, using online and other media sources effectively, using a data gathering system, categorizing information, paraphrasing and summarizing, creating a thesis statement, writing an outline, writing an introductory paragraph, inserting internal citations, writing a concluding paragraph, and creating a Works Cited page.
- At the conclusion of the project, students will share their research with their classmates in a forum like World Café.

Lesson Seed 1: Duplicity

- Students will closely examine the concept of “duplicity” through a variety of vocabulary strategies. Students will activate prior knowledge of this term and will acquire new understanding through both a discussion and a reading. As a culminating activity, students will create a visual representation of this theme.
- **GT Differentiation Strategies:**
 - Exploration of over-arching concept in society and in an informational text.
 - Choice of working independently or in groups.
 - Students generate their own categories for vocabulary activity.
 - Students work collaboratively in Speakaround to engage in problem-solving.
 - Students -not teacher- monitor discussion.
 - Students create a visual representation of “duplicity.”
- **Highlights:**
 - D.C. comic character “Two-Face” used as launch pad for exploration of the concept of duplicity.
 - Speakaround: When in relationships have you chosen to be duplicitous? Is it ever justified to be duplicitous?
 - Informational text on Roman god Janus, symbol of duplicity or varying perspectives.

Duplicity and Perspective



Lesson Seed 2:

The Playwright's Toolkit

GT Differentiation Strategies:

- Knowledge is pre-assessed.
- Students progress from a simple understanding of play terms to a complex understanding of how dialogue helps create conflict.
- Choice to perform scenes creatively through a production, reading, or tableau.
- Students assume the role as playwrights and participate in goal-setting, planning, and self-monitoring.

Highlight(s):

- Vocabulary journal introduced.
- Write and perform an original scene developing a real-world conflict echoing one in *The Taming of the Shrew* (e.g., You and a sibling don't get along. You do whatever it takes to get someone to do what you want. You give in to someone else, even when you know you are right.)

Lesson Seed 3:

Shakespeare's Women

- **GT Differentiation Strategies:**
 - Enrichment activities and extension activities.
 - Cross-curricular enrichment in which students may work with art teachers to create visual representations.
 - Exploration of concept of the shrewish woman in both plays and folktales.
 - Choice in responding to one of three synthesis questions.
 - Choice in presentation of responses (written composition, graphic organizer, visualization, etc.).
- **Highlight(s):**
 - Shrew, the animal
 - <http://www.youtube.com/watch?v=NNowlueg4H4>
 - The folktale (source) "King Thrushbeard."
 - Extension: George Bernard Shaw's *Pygmalion* or the musical *My Fair Lady*.
 - Five types of women in Shakespeare and "The Goode and the Badde."

Lesson Seed 4:

A Perspective on Puns

- **GT Differentiation Strategies:**

- ***Students:***

- Examine the relationship between varying perspectives and humor.
- Independently identify and explain the use of puns.
- Compose a creative dialogue.
- Set goals, plan, self-monitor, and reflect.

- **Highlight(s):**

- Concept attainment activity to differentiate between puns and other types of humor.
- Abbott and Costello's "Who's on First?"
- Students compose a brief dialogue between Petruchio and Kate that includes gag, bawdy, and poetic puns.

Lesson Seed 5:

A Shrew or a Falcon?

- **GT Differentiation Strategies:**
 - Students explore the relationship between metaphor and theme.
 - Enrichment in which students analyze informational text on falcons.
 - Discussion leads to student-generated definition of “extended metaphor.”
 - Students compose an analysis of the extended metaphors of the shrew and the falcon.
- **Highlight(s):**
 - Students explore extended metaphors in familiar songs (e.g., “Funhouse” by P!nk, “Boulevard of Broken Dreams” by Green Day).
 - Informational text on falconry to support analysis on extended metaphor in *The Taming of the Shrew*.

Lesson Seed 6: Subtext

- **GT Differentiation Strategies:**

- Students:

- Explore the relationship between vocalization and subtext in a wide range of collaborative activities.
- Analyze oral interpretations of professional actors and then perform a variety of lines from the text.
- Develop visual representations for vocal techniques and use them to annotate text.
- Self-monitor as they rehearse lines and reflect on choices.

- **Highlight(s):**

- “Give One, Get One” activity to summarize Act 4, Scene 5.
- “Hello, [assigned line].”
- Volume, pitch, rate, inflection.
- Annotating assigned lines using student-created symbolic representations of the vocalization terms.
- Opportunity to publish using VoiceThread, etc.

Lesson Seed 7:

Socratic Seminar on Perspectives

- **GT Differentiation Strategies:**
- Students:
 - Explore the relationship between perspectives and interpretations.
 - Engage in authentic inquiry as they generate higher-level questions.
 - Collaborate as they develop speaking and listening skills.
 - Monitor both themselves and peers.
- **Highlight(s):**
 - Discussion questions related to the essential question, including, “Are there different ways the audience can view Petruchio’s control of Katherine?”
 - Coaching/fishbowl.
 - Opportunity to backchannel using Edmodo, chatzy.com, etc.
 - Rubric for Socratic Seminar included.

Lesson Seed 8:

Multiple Interpretations Presentations

- **GT Differentiation Strategies:**
 - Authentic task in which students perform the same scene in two different ways.
 - Goal-setting, planning, self-monitoring, and reflection.

- **Highlight(s):**
 - Students collaborate in groups to produce two different versions of the same scene, applying their knowledge of vocalization and subtext.
 - Students create a short “Director’s Cut” to explain choices.
 - Opportunity to publish via podcast, Audacity, Voki, Moviemaker, Vuvox, or Prezi.

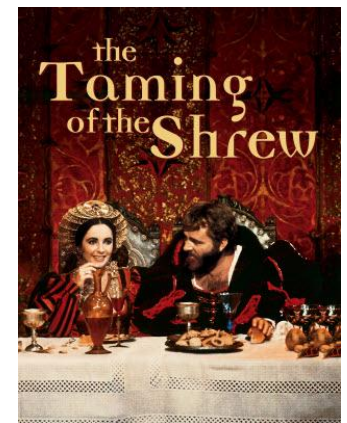
"New Construction" GT Unit: *What are your Take-Aways?*



Grade 7 GT

The Sociological
Approach to
Literature:

*The Concept of
Perspectives*



Session Goals:

What are your Take-Aways?

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GT Education PD Opportunities

- Earn [MD certification](#) as Gifted and Talented Education Specialist (JHU, Notre Dame, McDaniel have programs)
- [Attend the NAGC conference in Baltimore November 12-16, 2014](#)
- Take [MSDE online CPD](#) courses in gifted and talented education
- Join [MEGS](#) and [MCGATE](#)!

